

Unit Overview: Criminal Psychology								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	30
<p><b><u>Key Focus for Unit:</u></b>  <i>What is the key knowledge being delivered?  What is the intent of this unit?</i></p>								
<p><b><u>Criminal Psychology</u></b></p> <ul style="list-style-type: none"> <li>● Defining criminal behaviour</li> <li>● How crime is measured</li> <li>● Explanations of why criminal and anti-social behaviour occurs</li> <li>● Social Learning Theory</li> <li>● Social Learning Research Study: Cooper and Mackie (1986)</li> <li>● Eysenck’s criminal personality theory and the biological basis of personality</li> <li>● Criminal personality theory research study: Heaven (1996)</li> <li>● Application: the changing nature of punishment</li> <li>● The effects of punishment and deterrents in reducing criminal/anti-social behaviour</li> <li>● The role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour</li> </ul>								
<p><b><u>Key Knowledge and Big Ideas:</u></b>  <i>What <b>Powerful Knowledge</b> and <b>Big Ideas</b> are explored in this Unit?  How have these progressed from previous learning? What <b>gaps in knowledge</b> have you identified from <b>baselining</b> and how are the being closed?</i></p>								
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Theories</li> </ul> <p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Defining criminal behaviour</li> <li>● How crime is measured</li> <li>● Explanations of why criminal and anti-social behaviour occurs <ul style="list-style-type: none"> <li>○ Social Learning Theory</li> <li>○ Nature-nurture debate</li> </ul> </li> <li>● Social Learning Research Study: Cooper and Mackie (1986)</li> <li>● Eysenck’s criminal personality theory and the biological basis of personality</li> <li>● Criminal personality theory research study: Heaven (1996)</li> <li>● Application: the changing nature of punishment</li> <li>● The effects of punishment and deterrents in reducing criminal/anti-social behaviour</li> <li>● The role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour</li> </ul>								
<p><b><u>Unit Assessment:</u></b>  <i>How will this unit be assessed?  What is the frequency of assessments – baselines etc?</i></p>								
<ul style="list-style-type: none"> <li>● Each lesson incorporates low stakes quizzes and mini whiteboard feedback</li> <li>● Homework consists of weekly 2,3,4,5, and 6-mark GCSE exam style question and/or consolidation learning activities</li> <li>● <b><u>Final unit assessment:</u></b></li> </ul>								

- 40 minute exam style question end of unit assessment

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>● Report reading</li> <li>● Extended writing</li> <li>● Initial evaluation of research and theory</li> <li>● Application of research to social phenomena</li> </ul>	<p>Violent offences  Drug related offences  Acquisitive offences  Sexual offences  Anti-social offences  Subjectivity  Social construct  Deviation from norms  Culture  Anti-social behaviour  Self-report  Social Learning Theory  Role model  Identification  Observation  Imitation  Vicarious reinforcement  Direct reinforcement  Internalisation  Consequences  Nature  Nurture  Criminal personality  Genetic inheritance  Extraversion  Neuroticism  Psychoticism  Biological  Central nervous system  Reticular activation system  Dopamine reward system  Cerebral cortex  Autonomic nervous system  Limbic system  Dopaminergic neurons  Synaptic transmission  Conditioning  Early socialisation  Individual differences</p> <p>Punishment  Prison  Fine  Community sentence  Deterrent  Rehabilitation  Pro-social behaviour  Restorative justice</p>	<p><u>The topic will draw on the psychological debate of nature and nurture which students will have encountered during modules taught in Yr10. Students will have encountered and some research evaluation (incl. key concepts of validity, reliability) during Yr10.</u></p>

<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>● A01 – Key knowledge</li> <li>● A02 – Application of knowledge</li> <li>● A03 – evaluation</li> </ul>		
<p><b><u>Links to Careers/Employability</u></b></p> <p>Links to jobs in Law, Policing, Physical and Mental Health, Social Care</p>	<p><b><u>How does this unit prepare students for the next unit?</u></b></p> <ul style="list-style-type: none"> <li>● This unit exposes students to psychological theory and research. Students begin to learn to compare and contrast explanations for psychological phenomena, and use key issues and debates within psychological to evaluate theories.</li> </ul>	